Author Index

Alexander, Karl L.—see Entwisle, Doris R.
Anderson, Linda M.; Stevens, Dannelle D.; Prawat, Richard S.; and Nickerson, Jacquelyn—Classroom Task Environments and Students' Task-related Beliefs, 281–296
Anderson, Richard C.; Wilkinson, Ian; Mason, Jana M.; Shirey, Larry; and Wilson, Paul T.—Do Errors on Classroom Reading Tasks Slow Growth in Reading? 267–280
Azumi, Jann E.; and Lerman, James L.—Selecting and Rewarding Master Teachers: What Teachers in One District Think, 189–202

Barr, Rebecca—Conditions Influencing Content Taught in Nine Fourth-Grade Mathematics Classrooms, 387–411
Bennett, Neville, and Desforges, Charles—Matching Classroom Tasks to Students' Attainments, 221–234
Blumenfeld, Phyllis C., and Meece, Judith L.—Task Factors, Teacher Behavior, and Students' Involvement and Use of Learning Strategies in Science, 235–250
Breneman, E. Anne Rowley—see Goetz, Judith Preissle
Brooks, Douglas M., and Woolfolk, Anita E.—The Effects of Students' Nonverbal Behavior on Teachers, 51–64
Brown, Sharon—see Shuell, Thomas J.
Burns, Robert B., and Lash, Andrea A.—Nine Seventh-Grade Teachers' Knowledge and Planning of Problem-solving Instruction, 369–386

Collela, Antonia K.—see Mosenthal, Peter B.
Corno, Lyn—see Rohrkemper, Mary
Curley, Robert—see Thomas, John W.

D'Amato, John—"Acting": Hawaiian Children's Resistance to Teachers, 529–544
Davidson-Mosenthal, Randie L.—see Mosenthal, Peter B.
DeGroff, Linda-Jo Caple—The Influence of Prior Knowledge on Writing, Conferencing, and Revising, 105–118
Der-Kiureghian, Tagoush—see Howes, Carollee
Desforges, Charles—see Bennett, Neville
Dole, Janice A.—see Pearson, P. David

Emihovich, Catherine, and Miller, Gloria E.—Effects of Logo and CAI on Black First Graders' Achievement, Reflectivity, and Self-Esteem, 473–487
Entwisle, Doris R., and Alexander, Karl L.—Factors Affecting Achievement Test Scores and Marks of Black and White First Graders, 449–471
Ewing, Jeanne Ann—see Shuell, Thomas J.

Flexer, Roberta J.—Extrinsic and Intrinsic Problem-solving Styles of Two Children, 119–134
Freeman, Evelyn B., and Levstik, Linda—Recreating the Past: Historical Fiction in the Social Studies Curriculum, 329–337

Gerleman, Sherry L.—An Observational Study of Small-Group Instruction in Fourth-Grade Mathematics Classrooms, 3–28
Goetz, Judith Preissle, and Breneman, E. Anne Rowley—Desegregation and Black Students' Experiences in Two Rural Southern Elementary Schools, 489–502
Good, Thomas L.—Editorial Statement, 1–2
Grant, Carl A.—The Persistent Significance of Race in Schooling, 561–569
Grant, Linda—Introduction: Regenerating and Refocusing Research on Minorities and Education, 441–448

Hatch, J. Amos—Status and Social Power in a Kindergarten Peer Group, 79–92
Howes, Carollee; Olenick, Michael; and Der-Kiureghian, Tagoush—After-School Child Care in an Elementary School: Social Development and Continuity and Complementarity of Programs, 93–103

Irvine, Jacqueline Jordan—An Analysis of the Problem of Disappearing Black Educators, 503–513

Johnston, Marilyn, and Lubomudrov, Carol—Teachers' Level of Moral Reasoning and Their Understanding of Classroom Rules and Roles, 65–78

Lash, Andrea A.—see Burns, Robert B.
Lee, Everett S., and Rong, Xue-lan—The Educational and Economic Achievement of Asian-Americans, 545–560
Lerman, James L.—see Azumi, Jann E.
Levstik, Linda—see Freeman, Evelyn B.
Lubomudrov, Carol—see Johnston, Marilyn

Marchman, Virginia A.—see Mergendoller, John R.
Marshall, Hermine H.—Motivational Strategies of Three Fifth-Grade Teachers, 135–150
Marx, Ronald W., and Walsh, John—Learning from Academic Tasks, 207–220
Mason, Jana M.—see Anderson, Richard C.

Meece, Judith L.—see Blumenfeld, Phyllis C.
Mergendoller, John R.—Introduction, 205–206
Mergendoller, John R.; Marchman, Virginia A.; Mitman, Alexis L.; and Packer, Martin J.—Task Demands and Accountability in Middle-Grade Science Classes, 251–266
Miller, Gloria E.—see Emihovich, Catherine
Mitman, Alexis L.—see Mergendoller, John R.
Monk, David H.—Assigning Elementary Pupils to Their Teachers, 167–188
Moore, Helen A.—Effects of Gender, Ethnicity, and School Equity on Students' Leadership Behaviors in a Group Game, 515–527
Mosenthal, Peter B.; Davidson-Mosenthal, Randie L.; and Collela, Antonia K.—Two Determinants of Teachers' Holistic Scoring: Prior Knowledge and Ideology Type, 39–50

Nickerson, Jacquelyn—see Anderson, Linda M.

Olenick, Michael—see Howes, Carollee

Packer, Martin J.—see Mergendoller, John R.
Pearson, P. David, and Dole, Janice A.—Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction, 151–166
Perry, Michelle—Problem Assignment and Learning Outcomes in Nine Fourth-Grade Mathematics Classes, 413–424
Prawat, Richard S.—see Anderson, Linda M.
Puleo, Vincent T.—A Review and Critique of Research on Full-Day Kindergarten, 427–437

Rohrkemper, Mary, and Corno, Lyn—Success and Failure on Classroom Tasks: Adaptive Learning and Classroom Teaching, 297–312
Rong, Xue-lan—see Lee, Everett S.

Shirey, Larry—see Anderson, Richard C.
Shuell, Thomas J.; Brown, Sharon; Watson, Diana G.; and Ewing, Jeanne Ann—Teachers' Perceptions of the Differential Appropriateness of Various Teaching Methods, 339–356
Slavin, Robert E.—Cooperative Learning: Where Behavioral and Humanistic Approaches to Classroom Motivation Meet, 29–38
Stevens, Dannelle D.—see Anderson, Linda M.
Strage, Amy—see Thomas, John W.

Thomas, John W.; Strage, Amy; and Curley, Robert—Improving Students' Self-directed Learning: Issues and Guidelines, 313–326

Walsh, John—see Marx, Ronald W.
Watson, Diana G.—see Shuell, Thomas J.
White, Kinnard P.—see Wilkerson, Rhonda M.
Wilkerson, Rhonda M., and White, Kinnard P.—Effects of the 4MAT System of Instruction on Students' Achievement, Retention, and Attitudes, 357–368
Wilkinson, Ian—see Anderson, Richard C.
Wilson, Paul T.—see Anderson, Richard C.
Woolfolk, Anita E.—see Brooks, Douglas M.

Title Index

"Acting": Hawaiian Children's Resistance to Teachers—John D'Amato, 529–544
After-School Child Care in an Elementary School: Social Development and Continuity and Complementarity of Programs—Carollee Howes, Michael Olenick, and Tagoush Der-Kiureghian, 93–103
An Analysis of the Problem of Disappearing Black Educator—Jacqueline Jordan Irvine, 503–513
Assigning Elementary Pupils to Their Teachers—David H. Monk, 167–188
Classroom Task Environments and Students' Task-related Beliefs—Linda M. Anderson, Dannelle D. Stevens, Richard S. Prawat, and Jacquelyn Nickerson, 281–296
Conditions Influencing Content Taught in Nine Fourth-Grade Mathematics Classrooms—Rebecca Barr, 387–411
Cooperative Learning: Where Behavioral and Humanistic Approaches to Classroom Motivation Meet—Robert E. Slavin, 29–38
Desegregation and Black Students' Experiences in Two Rural Southern Elementary Schools—Judith Preissle Goetz and E. Anne Rowley Breneman, 489–502
Do Errors on Classroom Reading Tasks Slow Growth in Reading?—Richard C. Anderson, Ian Wilkinson, Jana M. Mason, Larry Shirey, and Paul T. Wilson, 267–280
Editorial Statement—Thomas L. Good, 1–2
The Educational and Economic Achievement of Asian-Americans—Everett S. Lee and Xue-lan Rong, 545–560
Effects of Gender, Ethnicity, and School Equity on Students' Leadership Behaviors in a Group Game—Helen A. Moore, 515–527
Effects of Logo and CAI on Black First Graders' Achievement, Reflectivity, and Self-Esteem—Catherine Emihovich and Gloria E. Miller, 473–487
The Effects of Students' Nonverbal Behavior on Teachers—Douglas M. Brooks and Anita E. Woolfolk, 51–64
Effects of the 4MAT System of Instruction on Students' Achievement, Retention, and At-

titudes—Rhonda M. Wilkerson and Kinnard P. White, 357-368
Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction—P. David Pearson and Janice A. Dole, 151–166
Extrinsic and Intrinsic Problem-solving Styles of Two Children—Roberta J. Flexer, 119–134
Factors Affecting Achievement Test Scores and Marks of Black and White First Graders—Doris R. Entwisle and Karl L. Alexander, 449–471
Improving Students' Self-directed Learning: Issues and Guidelines—John W. Thomas, Amy Strage, and Robert Curley, 313–326
The Influence of Prior Knowledge on Writing, Conferencing, and Revising—Linda-Jo Caple DeGroff, 105–118
Introduction: Regenerating and Refocusing Research on Minorities and Education—Linda Grant, 441–448
Learning from Academic Tasks—Ronald W. Marx and John Walsh, 207–220
Matching Classroom Tasks to Students' Attainments—Neville Bennett and Charles Desforges, 221–234
Motivational Strategies of Three Fifth-Grade Teachers—Hermine H. Marshall, 135–150
Nine Seventh-Grade Teachers' Knowledge and Planning of Problem-solving Instruction—Robert B. Burns and Andrea A. Lash, 369–386
An Observational Study of Small-Group Instruction in Fourth-Grade Mathematics Classrooms—Sherry L. Gerleman, 3–28
The Persistent Significance of Race in Schooling—Carl A. Grant, 561–569
Problem Assignment and Learning Outcomes in Nine Fourth-Grade Mathematics Classes—Michelle Perry, 413–424
Recreating the Past: Historical Fiction in the Social Studies Curriculum—Evelyn B. Freeman and Linda Levstik, 329–337
A Review and Critique of Research on Full-Day Kindergarten—Vincent T. Puleo, 427–437
Selecting and Rewarding Master Teachers: What Teachers in One District Think—Jann E. Azumi and James L. Lerman, 189–202
Status and Social Power in a Kindergarten Peer Group—J. Amos Hatch, 79–92
Success and Failure on Classroom Tasks: Adaptive Learning and Classroom Teaching—Mary Rohrkemper and Lyn Corno, 297–312
Task Demands and Accountability in Middle-Grade Science Classes—John R. Mergendoller, Virginia A. Marchman, Alexis L. Mitman, and Martin J. Packer, 251–266
Task Factors, Teacher Behavior, and Students' Involvement and Use of Learning Strategies in Science—Phyllis C. Blumenfeld and Judith L. Meece, 235–250
Teachers' Level of Moral Reasoning and Their Understanding of Classroom Rules and Roles—Marilyn Johnston and Carol Lubomudrov, 65–78
Teachers' Perceptions of the Differential Appropriateness of Various Teaching Methods—Thomas J. Shuell, Sharon Brown, Diana G. Watson, and Jeanne Ann Ewing, 339–356
Two Determinants of Teachers' Holistic Scoring: Prior Knowledge and Ideology Type—Peter B. Mosenthal, Randie L. Davidson-Mosenthal, and Antonia K. Collela, 39–50